



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF SCIENCE EDUCATION AND LANGUAGES  
LANGUAGE SCHOOL ENGLISH TEACHING CAREER

**THEME:**

**INTERACTIVE TECHNIQUES TO IMPROVE SPEAKING  
SKILLS FOR EIGHTH YEAR STUDENTS AT ESCUELA DE  
EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA  
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN ENGLISH**

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ADVISER: ING. XAVIER ALMEIDA BRIONES MSc

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
E IDIOMAS**

**INTERACTIVE TECHNIQUES TO IMPROVE SPEAKING  
SKILLS FOR EIGHT YEAR STUDENTS AT ESCUELA DE  
EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA  
PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.**

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Previo a la obtención del título de:

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**La Libertad, November 2015**

**ADVISER'S APPROVAL**

In my role as Adviser of the research paper under the title "Interactive techniques to improve speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf, Santa Elena Province of Santa Elena. School Year 2015-2016" prepared by Magdalena Alava López undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the board of Examiners.

**Sincerely**

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**Ing. Xavier Almeida Briones MSc.**

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## **DEDICATION**

This work is dedicated to my daughters Carolina and Ariana who are my strength and motivation and unconditionally supported me during the years of study; to my husband Pedro who helped me when I needed, to my mother Emperatriz, who taught me be persistence and patience, to my father for teaching me how important it is to study, to my princess Megan, my source of inspiration, to my sisters, and brothers for their support. To all my beautiful family.

With love.

Magdalena

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Magdalena

## **DECLARATORY**

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY  
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**UNIVERSIDAD ESTATAL PENINSULA SANTA ELENA  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER**

**“INTERACTIVE TECHNIQUES TO IMPROVE SPEAKING SKILLS FOR EIGHTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.**

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**Advisor:** Ing. Xavier Almeida Briones MSc

**ABSTRACT**

This work has been done through an analytical research and shows that interactive techniques are important in schools for the development of speaking skills. Applying various interactive techniques inside and outside the classroom contributes to improve the speaking skills, these techniques motivate the students to learn without feeling uncomfortable or afraid to talk. The activities include games in the schoolyard, pictures and prizes for the winner to promote the development of speaking skills. This project proves that working in groups is very significant, because the students lose fear to speak supporting each other with words and ideas allowing them to participate in an interactive way and causing no boredom in them, transforming the English learning in a dynamic and fun class. This proposal contains activities for the first Quimestre in which students learn how to introduce themselves, how to introduce their best friend in accordance with the goals of the Ministry of Education for students of eighth year. Also it shows that with a little creativity by teacher, he can create a lot of interesting techniques to apply and improve the speaking skill in class.

**KEY WORDS:** **Interactive techniques, speaking skills, activities, teaching learning process, communicative approach.**

## INTRODUCTION

English is one of the most important languages in the world. Most people around the world use it for communication. It is essential to develop the ability to speak English and use it in wherever it is required. English is an indispensable language for communication. Different educative institutions incorporate this language curriculum, in the case of private schools since first grade and the public schools from eighth year.

The current problem at these public schools is the development of the speaking skills. The English language does not have the proper importance on students, they are not interested, they are bored, and they feel embarrassed, and unsafe to speak well. Many authors agree with it and have been writing and publishing books about interactive techniques that can be applied in the development of these skills.

Another disadvantage at public schools is that English is not taught from a young age, this becomes a problem when students are in eighth year making it difficult for them because they are losing an age where children can learn in an easier way.

The concern of teachers to develop speaking skills becomes a necessity to find different ways to do it. Teachers should use others means to attract the attention of students to speak the English language when they are in eighth year, through various activities implemented inside and outside the classroom to improve

speaking skills, these activities allow students to participate without fear or shame and classes will become fun, they work better in groups in which they reaffirmed their group confidence after that they can work individually and develop speaking skills individually.

The interactive techniques are applied to improve speaking skills, encouraging students to speak with confidence helping to expand their vocabulary and improve their communication. Interactive techniques allow students to learn effectively.



# **CHAPTER I**

## **THE STATEMENT OF THE PROBLEM**

### **1. TITLE**

**INTERACTIVE TECHNIQUES TO IMPROVE SPEAKING SKILLS FOR EIGHTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016**

#### **1.2 Statement of the Problem**

##### **1.2.1. Context**

Non-native English speakers of English around the world have problems with their communication, especially Hispanic speakers. Teachers have trouble to integrate the communication of English language students. Generally students make communicative errors and it is difficult to understand them, this is a cause of frustration.

Nowadays the government includes teaching of English to children from six years old in the educational program, this is an advantage for them, because in early

ages the brain is predisposed to acquire more languages, familiarizing easily with sounds and writing.

Over the years there has been a problem of academic deficit of the English speaking language, it has been relegated to a second place. In consequence the speaking skill of students has been affected, especially at public institutions.

Peninsula of Santa Elena Province is not the exception, the limited teaching of English is affecting the learning in students of schools. This project is focused on the eighth year at Escuela de Educación Básica Teodoro Wolf (public institution) where students have a low level of English, turning the teaching and participation of students in class more difficult, this also has become an impediment to develop the speaking skills.

It is very important to talk about the different problems concerning the English teaching process in students of eighth year in public schools. They do not speak English fluently, they feel shame, the pronunciation is deficient and they feel confused with writing and pronunciation.

Escuela de Educación Básica Teodoro Wolf is located in Santa Elena Province is an inclusive public institution that has many years teaching to students. Nowadays there are 2,400 students in this institution.

It evidences that there are students with low fluency speaking English, the present Project aims to develop the speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf public school through interactive techniques allowing at the same time to increase their level of English proficiency.

### **1.2.2. Critical Analysis**

The purpose of this project is to develop interactive techniques to improve the speaking skills for students of eighth year who face many problems of communication between classmates, and in participation in class due to frustrations or bad pronunciation, causing disadvantages and avoiding progress in the English teaching process in the classroom.

It is possible to find the causes that affect the learning of English:

- The lack of learning English in the primary schools.
- Students do not consider English an important subject.
- The limitation in techniques to engage students to get more confidence their selves.
- Technology is misused to learn and practice English.

The application of interactive techniques to develop speaking skills are very positive in the English teaching learning process. Interactive techniques can motivate students to improve the speaking and their communication. They might

show more interest with dynamic classes that encourage them to learn more each day.

### **1.2.3. Problem formulation**

Will the Speaking Skills of the eighth year students at Escuela de Educación Básica Teodoro Wolf be developed with the implementation of interactive techniques?

### **1.2.4. Guideline questions**

#### **What is an Interactive Technique?**

What is the influence of interactive techniques in the speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf?

#### **What are speaking skills?**

Is it necessary to implement interactive techniques to improve the speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf?

### **1.2.5. Problem Limitation**

- **FIELD:** Education.
- **AREA:** English.

- **ASPECT:** Speaking skills using interactive techniques.

**TITLE: “INTERACTIVE TECHNIQUES TO IMPROVE SPEAKING SKILLS FOR EIGHTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014 – 2015”.**

- **PROBLEM:** The lack of implementation of interactive techniques is the reason for not develop speaking skills in eight year students at Escuela de Educación Básica Teodoro Wolf public school of Santa Elena Province?
- **TIME LIMITATION:** The research will be held during the academic year 2015-2016.
- **POPULATION LIMITATION:** Eighth year students at Escuela de Educación Básica Teodoro Wolf of Santa Elena Province.
- **SPACE LIMITATION:** Escuela Teodoro Wolf of Santa Elena Province.
- **CONTEXT LIMITATION:** This research will be focused on the influence of the interactive techniques to improve the speaking skills for eight year students at Escuela de Educación Básica Teodoro Wolf of Santa Elena Province.

### **1.3 SIGNIFICANCE**

This Project is focused on how to improve the speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf, applying different activities as interactive games to encourage students to practice it, improving their participation and communication in class.

Almost all Public Schools in Santa Elena Province face the same problem, students do not like to speak English in class. This is inconvenience for teachers because students do not participate in class voluntarily. Also they do not have enough encouragement to practice English outside the class. The teacher plays an important role in solving the problem of speaking.

The interactive activities to be applied in Eighth year at Escuela de Educación Básica Teodoro Wolf are important for teachers and students. Students are going to get confidence in themselves, they are not going to be ashamed to talk and develop the skills, and teachers are going to encourage them to practice these activities. Teachers must convince their students that making errors is natural in the English learning process. Therefore, it is important to encourage students but the most important part is to create different activities to develop speaking skills.

The application of different games is going to increase participation in class and to develop communication. The speaking skills and correct pronunciation of words will improve the learning process of this language.

## **1.4 OBJECTIVES**

### **1.4.1. General Objective of the research**

To analyze the incidence of interactive techniques for eighth year students at Escuela de Educación Básica Teodoro Wolf to improve their speaking skills.

### **1.4.2. Specific Objectives of the research**

- To determine the causes of low level in speaking skill for eighth year students at Escuela de Educación Básica Teodoro Wolf.
- To identify the students' level in English language.
- To determine teachers' techniques applied to develop speaking.
- To define activities to improve the speaking skill.
- To apply activities that contribute to improve the speaking skills.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. PREVIOUS RESEARCH**

Interactive techniques are recreational activities applied in the classroom to encourage students to speak in English without feeling shame or fear. The students' participation is interactive transforming the boring class in an active class. Those kinds of activities help teachers during the teaching - learning process. There are several authors who talk about interactive techniques:

Locke, A. (2013) said "A quiet classroom is not a good classroom. The buzz of a busy- not a noisy- classroom is the sign of a classroom where talk is valued. One way to achieve it is through more interactive and more conversational style of teaching". Students develop their abilities for a better communication through interactive techniques based in some dynamic activities is done in the classroom; teachers prefer an interactive classroom because in this way students demonstrate the development of the learning.

Lafortune, L (2009) said "The interactive techniques involve specific actions such as questioning interaction, reflection discussion, and feedback and socio cognitive conflict aimed at engendering a shared vision of a change. They encourage



dialogue the challenging of ideas and the reflective - interactive communication". Interactive techniques are specific features based in feedback, discussion groups, questions and answers, all these actions improve communication, they also encourage students to develop their vocabulary, ideas through classroom activities.

According to Mardian, L. (2013) the teacher should be able to select the appropriate strategy or plan to link classes, make them more interesting and improve the learning process.

According to Ramadhani A and Minda S. (2012) there are many aspects that limit students to develop their skills in English, among the causes may be the unsuitable material and techniques for teaching English.

Mardian, L. (2013) stated that the objective in education in the teaching of English is that students learn to communicate effectively. The role of teachers and the application of different techniques are essential to contribute to the development of this objective. The learning of English is fundamental in the society.

Aliakbari, M., & Jamalvandi, B. (2010) said that "Relying on the theoretical background of this paradigm the current, study focused in role-play as a praised technique in task based in language teaching (TBLT) to investigate and display it effect on boosting EFL learner's speaking skill". The author focuses his studies

on the importance of the role play technique to develop the learning of English and the ability to communicate through a foreign language

Calle, D. (2011) state that “The most important purpose is that students achieve a successful learning process. They will not worry about making some mistakes and they will speak English and act freely, in this way, they will acquire the foreign language in a fun way”. For productive and meaningful learning teachers must accept mistakes without making students them feel scared or shame to learn to speak English in a spontaneous and dynamic way.

Dickey, R. (2006) stated that “Perhaps the most at least trained teacher if they have found that speaking is not only a verbal production that strategy in writing take into account the pronunciation and informal speech considered sub skills”.

Harmer, J. (2012) expressed that “Speaking English in a natural way involves using many lexical phrases are needed, then it is necessary for teachers to provide students with phrases that can help them to talk about various topics besides words to express agreement or disagreement, amazement and students can participate with useful phrases to help the interaction”.

Harmer, J. (2007) said that “Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful

feedback – they will get tremendous satisfaction from it”. Speaking should be pleasant and interesting activity for students during the interaction in class, the activity chosen by the teacher must be appropriate to create interaction and feedback, it should be useful to students and successfully implemented.

Nieto S (2010) expressed that “The Interaction Process Analysis (IPA) was created in 1950 by Robert Bales and describe the dynamic process for interactions of their members”. Bales was pioneer in the development of interactive method in groups. He considered that a discussion in group resolve a problem and help to develop the communication.

## **2.2. PHILOSOPHICAL BASIS**

“Teachers may use the tool for observing students in small group instructional settings using a range of interactive techniques that match the student’s language level”. Boyd. P. and Batstone, (2013).

The different interactive techniques may be used by teachers to develop speaking students according to level linguistic “Instructors who are more expert and have the know-how to be flexible enough to adapt to the given learning environment are willing to use more interactive techniques that may detour from the established plan as long as they remain within the confines of the subject matter”, Johangiri L. and Mucciolo T. (2012). More experienced teachers and seeking to

develop speaking on students select the most interactive techniques established in a long plan inside the topic of the matter.

“Simple techniques can be used in order to achieve interactions that feel natural. For example objects can be manipulated using two hands postures that; when combined, allow for a wide range of interactions. Even more postures can be mixed with hand motions in order to add extra meaning” (England D, 2011).

There are simple techniques that can be used in a natural way achieving interaction with students or practicing with objects that can be manipulated with the hands along with gestures and postures that help to understand the significance of words.

“Interactive techniques associated with collaborative planning can play a useful role, raising awareness about issues among those involve” Fischer F. and Sottweis H. (2012). The interactive techniques applied together with good planning can performance an important role in the consciousness of students to address a particular topic.

“The goal of teacher is not to simply impart knowledge; instead, the effort should be to develop analytical, creative, and critical thinking skills in learners so that they grasp the subject matter more intuitively” Jahangiri L. and Mucciolo T, (2012). The purpose of a teacher is not only to impart knowledge, he should also

try to make students develop their critical thinking as well as their skills in the English language.

“Interactive techniques may serve to link one section of lecture to another, furthermore students tend to learn better by participating interactive learning environments while enjoying the social interaction” (Weiss L, 2013). Interactive techniques can link the development of reading with other activities as speaking making learning fun by acquiring more knowledge about the situation and allows students to interact in an exciting way and develop the communication between classmates.

“The interactive techniques can be employed to see how successfully students employ language behaviors typical for each stage of language proficiency, these interactive techniques also work in conjunction with the strategies. For example displaying pictures are helpful, but learning occurs when students are actively manipulating the pictures by sequencing a storyboard” (Boyd P and Batstone, 2013).

The use of interactive techniques can produce an effective result used in a proper way developing skills in the English language, a successful approach is to use graphics by stimulating the visual learning in that way it is easier to learn improving speaking skills.

According to Pendidikan B, (2011) “most language learners define the ability to speak as a more important than reading or writing, they think the speaking is one of the most important skills and they want to strike up a conversation and others understand them”.

In accordance with (Pendidikan B, 2011) “one excellent way to develop speaking is to let students express their ideas in front of their classmates and let them talk about the topic that they choice and if the teacher chooses the topic must be current and interesting that captures their interest”.

Pendidikan B, (2011) said that “ It is very important for students who want to improve speaking is to learn from others who are fluent and can be through speeches or conferences that help them to have more security and not be afraid to speak in big groups”.

“Speaking fluently and confidently in variety of situations is a central human need and an important goal of education. The single most important speaking aspect of learning a language is according (Mardian L, 2013) to dominant the speaking skill is seen as a necessity to communicate from there the need to teach and learn to speak fluently and security, also is a central objective in the education, although it is very difficult for Latin students to learn a second language and find it difficult to talk.

Mardian, L. (2013) said that is necessary to know something of the students, because they do not like somewhat official, they like something informal, the teacher should talk in classroom about topics of their interest and teach them not to engage only theory that only bore them losing interest to develop the speaking.

According to Mardian, L. (2013) in the teaching of English language is recommended to teachers no to use their mother tongue to help develop abilities in the learning language provide opportunities for all students because not all have the same level of learning, besides the teacher must have their rules when teaching in the classroom.

(Shyamala M, 2013). Said “It is suggested that there is a change in teaching about the methodology that teaching where much wrote on the blackboard and teacher help with the new technology for the effective learning in the students speaking”.

According to Ramadhani, A and Minda, S. (2013) English speaking is not only imitating words or phrases, the right thing is to learn phonological sounds, the grammar, all aspects of the learning English language and to follow the relevant rules and get a good speaking.

Ramadhani, A and Minda, S. (2013) said that in the world of relationship and considering the importance of English language development abilities for

speaking is fundamental because it will serve in the future of students in the workplace, fluent and able to hold a conversation in this language.

“See how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically - a crucial stage on the way to autonomy” (J. Harmer, 2011).

The different activities that are used to develop the speaking skills provide both the student and the teacher a motivation that helps in learning and provides the student motivation to learn other language.

“As a result, speaking is considered as one of the central elements of communication in EFL teaching” (Aliakbary M and Jamalvandi B, 2010). Talking English has become an essential resource of communication in the world.

## **2.3. FUNDAMENTAL CATEGORIES**

### **2.3.1. Education:**

Fundamental education is that kind of education which aims to help children and adults who do not have the advantages of formal schooling, to understand the problem of their environment and their rights and duties as citizens and



individuals, to acquire essential knowledge and skill for the progressive improvement of their living conditions and to participate effectively in the economic and social development of their community, making full use of facilities and techniques brought from the community from outside (UNESCO). Fundamental education is one that believes everything around the child as well as their rights to develop their skills and abilities, their living conditions and they contribute their knowledge to the development of their community.

### **2.3.2. English Learning Process**

The acquisition of knowledge or skills through study, experiences, or being taught (Oxford- Dictionaries). It is a study process through which more knowledge and skills are acquired in a specific subject. Deep learning is the answer to higher education's performance problem. It is the one that helps students to become active protagonists of their own learning process. It is the key to their success in their future academic and professional endeavors. (Hermida, J. 2009). It is an education process to help solve the problems of academic performance and guarantees the key to success in learning knowledge.

### **2.3.3. Interactive Techniques:**

(Richard, J and Renadya, W( 2013) said that games as sociocultural component promote the integration of the group and allows demonstrating and reflecting on

how the subjects establish agreements and consensus. They are educational games that teach in an entertaining way for students, helping the integration of students in the classroom.

#### **2.3.4. Speaking Skill**

(Richard and Renadya, 2013) express that speaking is essential for the communication; speakers can diffused their opinions and information with others, the verbal and not-verbal message in order to make the listener comprehend about what the speaker is speaking about.

Logically, speaking as means of communication is the procedure of communicating a message from the people, through speech and ideas verbally transmitted themselves understood and exchange information. Students should develop the ability in speaking

#### **2.4. LEGAL BASIS**

The legal basis of this project are: The Constitution of Ecuador in its articles 3, 4, 347 and 350 (See Appendix 1).

Law of Intercultural Education in its articles: 179, 243 and 247 (See appendix 2) and Code of Childhood and Adolescence in its article 37 (See appendix 3).

## **2.5. HYPOTHESIS**

The speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf will be improved by the implementation of interactive techniques.

## **2.6. VARIABLES OF STUDY**

**Dependent Variable:** The speaking skills.

**Independent Variable:** Interactive techniques.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. RESEARCH APPROACH**

This research will be based on quantitative and qualitative methodology; these methods will allow to obtain explicit results on the development of speaking skills for eight year students at Escuela de Educación Básica Teodoro Wolf.

##### **3.1.1. Quantitative Method**

This method was applied in this research in order to accumulate data associated to the use of interactive techniques in students of eight year at Escuela de Educación Básica Teodoro Wolf.

##### **3.1.2. Qualitative Method**

In this research the qualitative method was used to acquire information about interactive techniques to the Principal of the school, teachers, specialist and students.

### **3.1.3. Inductive - deductive Method**

This paper will applied both methodologies inductive and deductive. In the deductive method all the information about the interactive techniques was studied and simplified in this work. For the inductive method the researcher will initiated a small observation to formulate assumptions to improve speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf.

### **3.1.4. Scientific Method**

This method allowed to show the real development of the speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf of Santa Elena using Interactive Techniques.

### **3.1.5. Observation Method**

This method benefited to find meticulous information about the causes and effects of the problem correlated to the application of interactive techniques to improve speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf Santa Elena Province of Santa Elena.

### **3.2. LEVEL OR TYPE OF RESEARCH**

- **Field Research.-** It was essential and indispensable to have a real information about the current status of Escuela de Educación Básica Teodoro Wolf specially at English language teaching concerning the implementation of interactive techniques during the teaching of speaking skills, it will be applied in the environment of eighth year students since it is the target population involved in the problem
- **Bibliographic Research.-** It was considered to search and choose scientific-theoretical foundation on the issue of research, the principal topics registered in the theoretical framework to relate with interactive techniques in the school in order to develop speaking school.
- **Correlational Research.-** This method measured the degree of relationship between the stated problem (speaking skill for eighth year students at Escuela de Educación Básica Teodoro Wolf) and the proposal application of interactive techniques to develop this ability.
- **Applied Research.-** This type of investigation allowed the implementation of a series of activities through interactive techniques that help to enhance the development in speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf.

### **3.3. POPULATION AND SAMPLE**

The population of this research was composed by the Principal of this institution

three English Teachers, Specialist, and all 40 students of the eighth year at Escuela de Educación Básica Teodoro, Santa Elena Province of Santa Elena.

**Chart 1: Population**

N°	Descripción	Quantity	%
01	Principal of Escuela Teodoro Wolf	1	2,27
02	English Teachersp	2	4,55
03	Students school of eighth year	40	90,91
04	Specialist	1	2,27
TOTAL		44	100 %

*Source: Escuela de Educación Básica Teodoro Wolf*  
*Author: Teacher Magdalena Alava*

### 3.3.1. Sample

Since the size of the population is manageable, 100 % of it will be studied. It means that no sample size formula will be applied.

### 3.4. VARIABLES OPERATIONALIZATION

**Independent Variable:** interactive techniques.

**Chart 2: Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Interactive techniques are educational activities although games that teach an entertaining way	English as a foreign language  Teaching and Learning process	Speaking Skill  Techniques	What kind of techniques do you use in order to improve student's speaking skill?  What didactic materials do you apply in the class?  Does the English Book motivate communicative approach in the class?	Annual, unit and lesson plan  Observation sheet  Observation  Interview  Survey  Camera  Video-Camera  Students grades

*Source: Escuela de Educación Básica Teodoro Wolf  
Author: Teacher Magdalena Alava*



**Dependent Variable:** Speaking Skill.

**Chart 3: Dependent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Speaking as mean of communication is the procedure of communication, opinion, and information with others.	Communicative approach	Oral Production Formative and summative Assessment Self-esteem Confidence Motivation Cooperative Learning	Do you like English class in your school? Do you enjoy speaking in English? What kind of speaking activities do you prefer? Do you like speak in English with interactive techniques?	Annual, unit, and lesson plan. Observation sheet Observation Interview Survey Speaking Rubrics

Source: Escuela de Educación Básica Teodoro Wolf  
 Author: Teacher Magdalena Alava

## **3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

### **3.5.1. Techniques**

The following techniques were applied during this research: Observation, Survey and interview.

#### **3.5.1.1 Observation**

It was applied directly to eighth year students at Escuela de Educación Básica Teodoro Wolf; this technique will allow to observe carefully the methodology and techniques applied in to improve speaking skill.

#### **3.5.1.2 Survey**

This technique was applied to collect specific data through straight questions about the problem and the proposed solution; it allowed to get results about the advantages and disadvantages in the application of interactive techniques in the classroom for improve speaking skills in students of eighth year.

#### **3.5.1.3 Interview**

This technique was used to acquire direct evidence from the Principal of Escuela

de Educación Básica Teodoro Wolf and Teachers English, from the first interviewed it was possible to know the use of interactive techniques in teaching English of this Institution and from the Specialist it was possible to compare the use of different kinds of activities and interactive class among other modalities and to take advantage of its application.

### **3.5.2. Instruments**

#### **3.5.2.1. Camera, video - camera**

These devices were used to capture images and videos in order to reproduce them later and have an evidence of the application of interactive techniques for improve speaking skills.

#### **3.5.2.2. Notebook**

This instrument was used to take note of the diverse activities to be developed through this research.

#### **3.5.2.3. Questionnaire**

It is a document with some questions which was elaborated to get information about the stated problem.

### 3.6. DATA COLLECTION PLAN

The data collection plan was done agreeing to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this investigation paper.

**Chart 4: Data Collection Plan**

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve speaking skill of students.
2. From which people or objects?	The eighth year students at Escuela Teodoro Wolf.
3. About what aspects?	Interactive techniques in English class.
4. Who?	Magdalena Alava López
5. To Whom?	Students, Specialist and professors.
6. When?	2015 - 2016.
7. Where?	Escuela de Educación Básica Teodoro Wolf.
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and by Group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	List, questionnaires and cameras.

*Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Álava López*

### 3.7. DATA PROCESSING PLAN

**Chart 5: Data Processing Plan**

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The lack of interest for learn English and low use of teaching resources was determined through surveys directed to students and professors of eighth year at Escuela de Educación Básica Teodoro Wolf, the use of interactive techniques to improve speaking skills would develop this ability.</p>	<p>When the problem was discovered the researcher started looking for related information at: Books, articles, internet, among other.</p>	<p>Once the problem was confirmed in Escuela de Educación Básica Teodoro Wolf”, surveys and interview were made (survey for students and interviews for Principal, Teachers English were analyzed in order to develop a proposal to solve the problem).</p>	<p>Using all the collected Data that proved the low level of speaking skills of students of eighth year at Escuela de Educación Básica Teodoro Wolf it was important to involve the Principal of the institution and professors in the incoming process in order to improve the speaking skills in each student.</p>	<p>Implementing the interactive techniques in students of eighth year at Escuela de Educación Básica Teodoro Wolf will improve their speaking skills.</p>

Source: Escuela de Educación Básica Teodoro Wolf  
 Author: Magdalena Alava López

### **3.8. ANALYSIS AND INTERPRETATION OF RESULTS**

#### **3.8.1. Interview Escuela de Educación Básica Teodoro Wolf 's Principal**

**Question 1: When was this institution created?**

**Interpretation:** The Institution “Teodoro Wolf” was created in 1839, by Dr. Vicente Rocafuerte according to the files of the Municipality of Santa Elena.

**Question 2: How long have you worked as a Director of this institution?**

**Interpretation:** The Principal of Escuela de Educación Básica “Teodoro Wolf” said that she has worked for five years as a Principal of this institution, but she was a teacher for many years too.

**Question 3: What textbook does the Minister of Education provide for the English class?**

**Interpretation:** For English class and all subjects books are given by the Ministry of Education, in eighth grade students use “English Book” first edition 2013 including workbook.

**Question 4: Do you consider that students are motivated to learn English?**

**Interpretation:** The Principal said: “Of course, I have always advocated that students learn English since the first grades in a way it has been achieved that were my aspiration”.

**Question 5: Do you know about interactive techniques?**

**Interpretation:** The Principal said: Yes, the techniques are used to teach English teachers.

**Question 6:** Do you think English teachers are trained to apply interactive techniques in the class?

**Interpretation:** The Principal expressed: Yes, because in the class observations, I had seen that teachers are prepared.

**Question 7:** Would you agree with the implementation of a program of Interactive Techniques to develop the speaking skills in the students?

**Interpretation:** The Principal said: Of Course, everything related to technology and progress is good. I would like to implement the program of Interactive Techniques and develop the speaking skills in the students this institution.

## **INTERVIEW TO SPECIALIST**

**Question 1** Why does the Ecuadorian Curriculum use the communicative approach?

**Interpretation:** The Specialist Dra. Lupe Llangarí expressed: Communicative approach is used to promote real communication; it means that teachers must create a classroom environment that motivates students' speaking skills. Each

student has his or her own culture and tradition these are ingredients to create real communication.

When teachers use student's prior knowledge, they feel confident to take risk. There are some techniques that teachers could use for instance: teachers should teach their students to work in group, it is a great way to increase speaking through the exchange information. Pictures are good material to motivate speaking.

**Question 2:** How can English teachers motivate their students to improve their speaking skill?

**Interpretation:** The Specialist said: Teachers must use clear instructions; it is possible when they use words or didactic material that students are able to understand.

**Question 3:** How should English teachers answer when students make speaking mistakes?

**Interpretation:** The Specialist said: Errors are natural in second language acquisition. We must remind that infant during his first years of life makes many mistakes however they never feel bad for their errors on the contrary they learn of these mistakes.



The same way in second language acquisition errors are common, then teachers must avoid punishing the learner for faults. Teacher should teach students that mistakes are natural when we are learning a second language. For that reason teachers must create a good classroom atmosphere that motivates students to take risk and they never give up in order learning a second language.

**Question 4:** How can teachers use these mistakes in order to improve students' speaking skills?

**Interpretation:** The Specialist said: We must accept that when we are learning a new language, there are many errors. For that reason, English teachers must allow mistakes in order to increase students' confidence and self-esteem. Professors should not punish speaking mistakes on the contrary; these errors can help to solve problems of pronunciation. Remember, if teachers do not permit errors in the classroom and use them to success, students will fail in the real world.

**Question 5:** Would you define what an Interactive Technique is?

**Interpretation:** Interactive techniques are basically classroom activities that motivate students to learn a second language. English teachers can built knowledge through these interactive techniques.

**Question 6:** What interactive techniques could teachers use in their English class?

**Interpretation:** According to the Specialist: English teaching planning can be reached through interactive techniques in the classroom. These techniques convert

each class' lesson in a memorable time for learning.

There are some interactive techniques such as brainstorming that is used to generate student's ideas. Movie application is a technique where students discuss in groups about movies. Student's videos improve speaking and students perform presentation or speech.

**Question 7:** How can interactive techniques help to develop the speaking skills?

**Interpretation:** The Specialist said: Interactive techniques are tools that help teachers to work with different learning styles in the classroom, because students can learn with images, sounds or touching. Then these techniques can encourage learner's participation. Finally, the techniques can assess students and teacher will get real grades.

**Question 8:** What advice would you give to teachers in order to encourage Students to speak in English?

**Interpretation:** The Specialist said: Teachers should use interactive techniques because they help students to comprehend the topic of the class. Students will gain confidence to speak in English to share their opinions or thoughts. English teachers must know many interactive techniques and apply them in the classroom.

### 3.8.2. Survey directed to students

#### QUESTION 1: Do you like English subject?

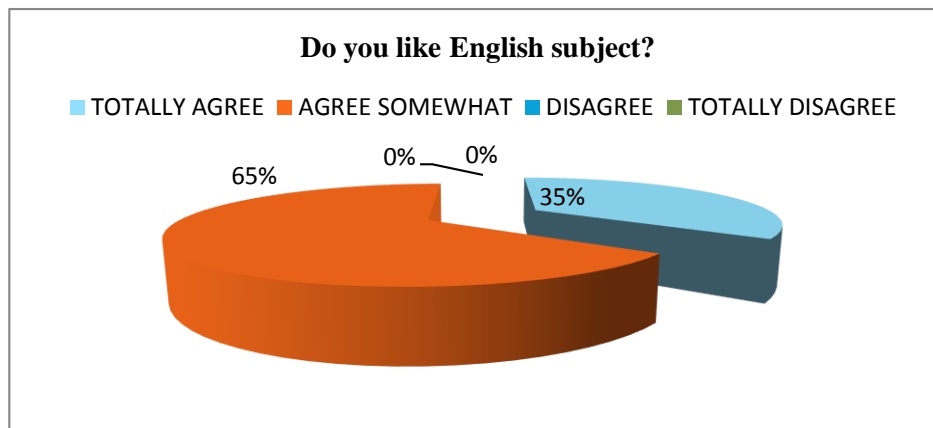
**Objective:** To determine the opinion of students about the English

**Chart 6: Opinion about English**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	14	35%
AGREE SOMEWHAT	26	65%
DISAGREE	0	0%
TOTALLY DISAGREE	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

*Source: students' survey  
Author: Magdalena Álava López*

**Graph 1: Opinion about English**



*Source: students' survey  
Author: Magdalena Álava López*

**Interpretation:** 65% of students agreed that they like somewhat English subject, the other 35% of students agreed totally. It can be inferred that English is acceptable by students.

## QUESTION 2: Do you think that is important to learn English?

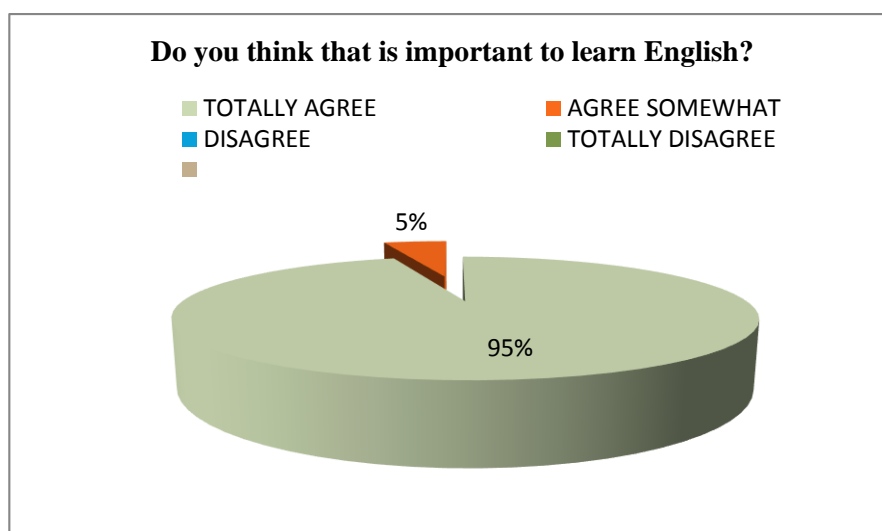
**Objective:** To determine the opinion about importance of learn English

**Chart 7: Opinion about importance of English**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	38	95%
AGREE SOMEWHAT	2	5%
DISAGREE	0	0%
TOTALLY DISAGREE	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

*Source: students' survey  
Author: Magdalena Álava López*

**Graph 2: Opinion about importance of English**



*Source: students' survey  
Author: Magdalena Alava*

**Interpretation:** 95% of students agreed that it is important to learn English and 5% of students agreed about the importance of English to develop the communication in the global world.

### QUESTION 3: Do you enjoy speaking in English?

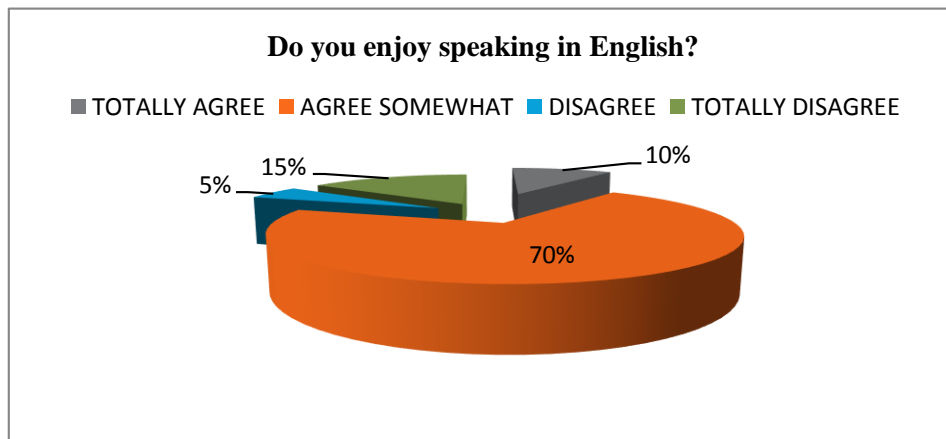
**Objective:** To determine the acceptance to speak English of the students.

**Chart 8: Acceptance to speak English**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	4	10%
AGREE SOMEWHAT	28	70%
DISAGREE	2	5%
TOTALLY DISAGREE	6	15%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

*Source: students' survey  
Author: Magdalena Alava López*

**Graph 3: Acceptance to speak English**



*Source: students' survey  
Author: Magdalena Alava López*

**Interpretation:** 70 % of students agreed to enjoy speaking in English, 15% do not like to speak in English, 1% of students agreed totally in speaking in English and the 2% of students disagreed, and these results mean that students like speaking in English. There are few students that do not enjoy speaking in English.

#### QUESTION 4: Do you feel motivated to learn English?

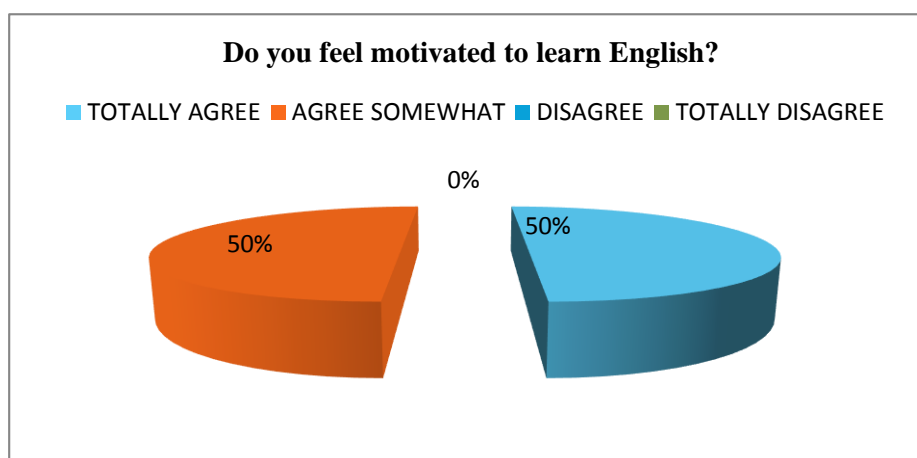
**Objective:** To determine if the students feel motivation in English class.

**Chart 9: Opinion about students feel motivation to learn English**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	20	50%
AGREE SOMEWHAT	20	50%
DISAGREE	0	0%
TOTALLY DISAGREE	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

*Source: students' survey  
Author: Magdalena Álava López*

**Graph 4: Opinion about students feel motivation to learn English**



*Source: students' survey  
Author: Magdalena Álava López*

**Interpretation:** 50% of students agreed that they feel totally motivated to learn English and the other 50% of students agreed somewhat that they feel motivated to learn English. It means that English has good acceptance.

### Question 5: Do you like dynamic activities to learn English?

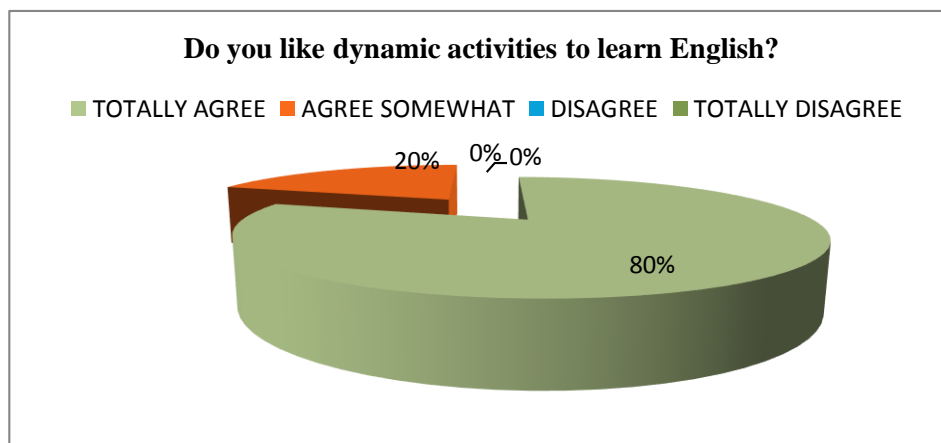
**Objective:** To determine the attitude of students for self-motivated

**Chart 10: Attitude of students for motivation**

INDICATORS	FRECUENCIA	PORCENTAJE
TOTALLY AGREE	32	80%
AGREE SOMEWHAT	8	20%
DISAGREE	0	0%
TOTALLY DISAGREE	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

*Source: students' survey  
Author: Magdalena Álava López*

**Graph 5: Attitude of students for motivation**



*Source: students' survey  
Author: Magdalena Álava López*

**Interpretation:** 80% of students agreed that they liked dynamic activities to learn English, on the other hand the 20% of students agreed somewhat that they liked dynamic activities to learn English.

**QUESTION 6: Do you know the meaning of interactive techniques?**

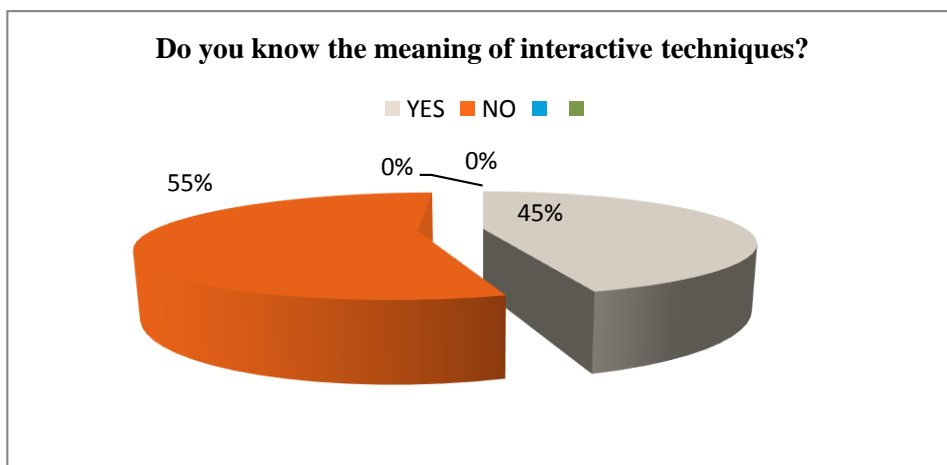
**Objective:** To determine the knowledge of students about meaning of interactive techniques.

**Chart 11: Knowledge of interactive techniques**

INDICATORS	FREQUENCY	PERCENTAGE
YES	18	45%
NO	22	55%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Source: students' survey  
Author: Magdalena Álava López

**Graph 6: Knowledge of interactive techniques**



Source: students' survey  
Author: Magdalena Álava López

**Interpretation:** 55% of students agreed that they do not know the meaning of interactive techniques and the 45% know the meaning of it. The majority of students do not understand the significance of interactive techniques and the others students do not have notion the meaning.



**QUESTION 7: Does your teacher use interactive techniques for develop speaking?**

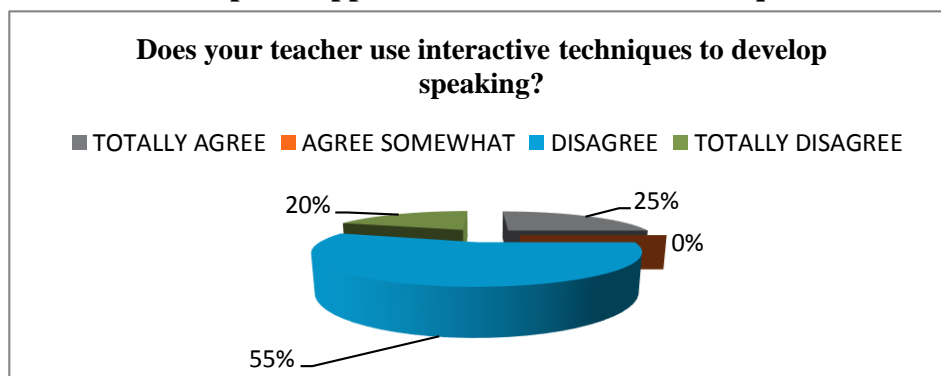
**Objective:** To determine the application of interactive techniques in class

**Chart 12: Application of interactive techniques**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	10	25%
AGREE SOMEWHAT	0	0%
DISAGREE	22	55%
TOTALLY DISAGREE	8	20%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Source: students' survey  
 Author: Magdalena Álava López

**Graph 7: Application of interactive techniques**



Source: students' survey  
 Author: Magdalena Álava López

**Interpretation:** 55% of students disagreed that their teacher use interactive techniques to develop speaking, 25% of students agreed somewhat that teachers applied techniques and the other 20% of students totally disagreed that their teachers applied interactive techniques to develop the speaking.

**QUESTION 8: Do you feel fear to speak English in class?**

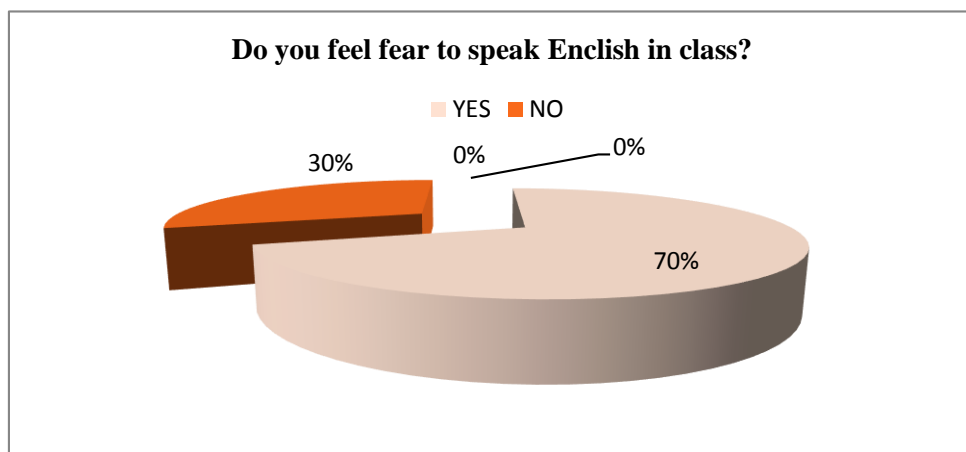
**Objective:** To determine if the students can speak in class spontaneously.

**Chart 13: Opinion about speak English**

INDICATORS	FREQUENCY	PERCENTAGE
YES	28	70%
NO	12	30%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Source: students' survey  
Author: Magdalena Álava López

**Graph 8: Opinion about speak English**



Source: Students' survey  
Author: Magdalena Álava López

**Interpretation:** 70% of students expressed to feel fear to speak English in class, and the other 30% of students do not feel fear to speak English in class, this means that students do not have enough confidence in themselves.

### QUESTION 9: Would you like speaking English fluently?

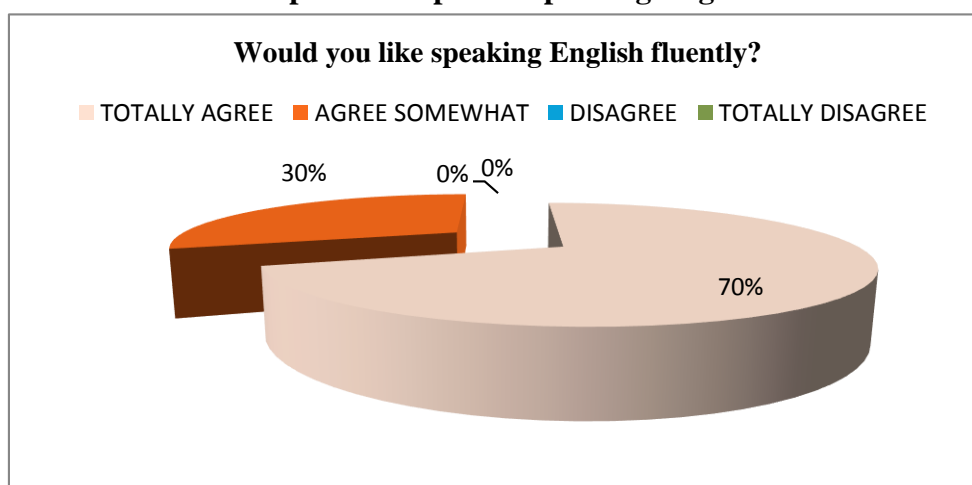
**Objective:** To determine the acceptance of students for speaking English fluently.

**Chart 14: Acceptance for speaking English**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	28	70%
AGREE SOMEWHAT	12	30%
DISAGREE	0	0%
TOTALLY DISAGREE	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Source: Students' survey  
Author: Magdalena Alava López

**Graph 9: Acceptance speaking English**



Source: students' survey  
Author: Magdalena Alava López

**Interpretation:** 70% of students agreed that they would like speaking English fluently and the other 30% of students agreed that somewhat they would like speaking English fluently.

**QUESTION 10: Would you agree with the implementation of a program of interactive techniques to develop speaking in the students?**

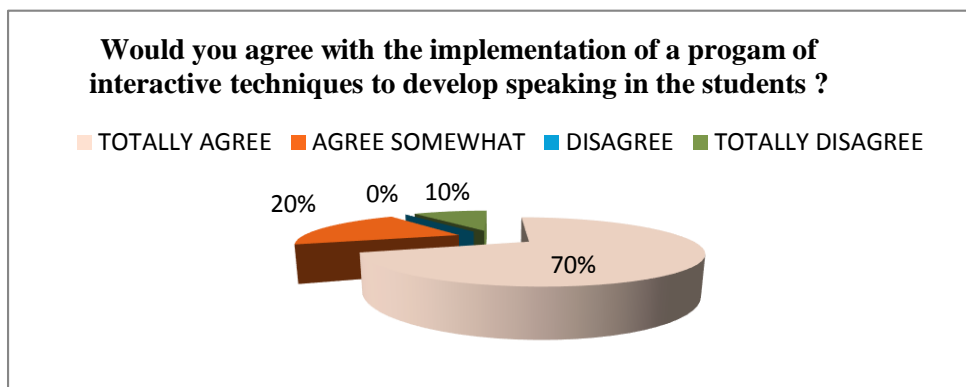
**Objective:** To determine the opinion of students for accept new program to develop speaking skill.

**Chart 15: Opinion about the implementation of a program to develop speaking skills**

INDICATORS	FREQUENCY	PERCENTAGE
TOTALLY AGREE	28	70%
AGREE SOMEWHAT	8	20%
DISAGREE	0	0%
TOTALLY DISAGREE	4	10%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

Source: teachers' survey  
 Author: Magdalena Álava López

**Graph 10: Opinion about the implementation of a program to develop speaking skills**



Source: teachers' survey  
 Author: Magdalena Álava López

**Interpretation:** 70% of students agreed totally with the implementation of a program of interactive techniques to develop the speaking, 20% of students agreed somewhat with the implementation of a program and 10% of students totally disagreed with the implementation of a program of interactive techniques.

### **3.8.3. Interview to teachers**

#### **QUESTION 1: Do you enjoy teaching English?**

**Interpretation:** teachers said that: they enjoy teaching English because it is important for the communication.

#### **QUESTION 2: Does the English Book motivate communicative approach in the class?**

**Interpretation:** The teachers said that the English Book motivated communicative approach in the class.

#### **QUESTION 3: Do you use didactic materials to teach English class and develop the student's Speaking y Skills?**

**Interpretation:** A teacher expressed that she agreed that used didactic materials to teach English class and develop the students' speaking skills and the other teacher said that she sometime uses didactic materials to teach English class in order to develop the students' speaking skills.

#### **QUESTION 4: Do you know interactive techniques?**

**Interpretation:** The teachers said that they know about interactive techniques to improve speaking skills.

**QUESTION 5: Do you consider that interactive techniques develop speaking skills satisfactorily?**

**Interpretation:** The teachers considered that interactive techniques, as important tools in order to develop speaking skills satisfactorily.

**QUESTION 6: Do you use Interactive techniques to improve students' speaking skills?**

**Interpretation:** The teachers said that they used interactive techniques to improve students speaking skills

**QUESTION 7: Do you think that students are motivated to practice speaking applying interactive techniques?**

**Interpretation:** Both teachers agreed that students are motivated to practice speaking applying interactive techniques.

**QUESTION 8: Do you believe suitable to use interactive techniques for develop the students' speaking skills?**

**Interpretation:** Both teachers are totally agreed that it is suitable to use interactive techniques for developing the students' speaking skills.

**QUESTION 9: Would you agree with the implementation of interactive techniques' program in the class?**

**Interpretation:** Teachers agreed totally with the implementation of a program of interactive techniques to develop the speaking skill in class.

### 3.8.4. Observation Chart

**Chart 16: Observation Chart**

Indicators:

1. – Always

2. - Often

3. – Sometimes

4. - Rarely

5.- Never

ITEMS	1	2	3	4	5
Are students interested in English class?			X		
Do students participate voluntarily in class??			X		
Do teachers apply interactive techniques in class?				X	
Do teachers implemented activities outside the classroom?					X
Do teachers organize games to develop speaking skills?					X
Do students like interactive techniques in class	X				

Source: Escuela de Educación Básica Teodoro Wolf  
 Author: Magdalena Alava López

#### 3.8.4.1. Analysis of Observation

Results show that students are not interested in English class and they not participate voluntary in English class. Teachers not use interactive techniques for develop speaking skills. They not realize activities outside the classroom, their students feel fear when they have to speak in front of their classmates that is one of the reasons why Interactive techniques will be applied correctly and continuously to improve the speaking skills in students.

### 3.8.5. Results of students survey

**Chart 17: Results of students survey**

N°	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	Q	%
1	Do you like English subject	40	100			40	100
2	Do you think that is important to learn English	40	100			40	100
3	Do you enjoy speaking in English?	32	80	8	20	40	100
4	Do you feel motivated to learn English?	40	100			40	100
5	Do you like dynamic activities to learn English?	40	100			40	100
6	Do you Know the meaning of interactive techniques?	18	45	22	55	40	100
7	Does your teacher use interactive techniques to develop speaking?	18	45	22	55	40	100
8	Do you feel fear to speak English in class?	28	70	12	30	40	100
9	Would you like speaking English fluently?	40	100			40	100
10	Would you agree with the implementation of a program off interactive techniques to develop speaking in the students?	36	90	4	10	40	100

Source: Escuela de Educación Básica Teodoro Wolf

Author: Magdalena Álava López



### **3.8.5.1. Analysis of results - students**

Results show that students consider that English is an important tool for them. Every student enjoys speaking in English and they consider that they are motivated to learn more each day and expressed that they like dynamic activities in class, because they think that studying English is very significant; although most of the students did not know the meaning of interactive techniques and expressed that teachers do not use interactive techniques to develop their speaking and this is the reason why they feel ashamed pronounce it or fear to speak English in class because is a new language for them.

Also the English class is only developed in the classroom. They do not use the yard and other space. The other side, students are interested in interactive techniques that applied in class will help to improve their speaking skills and will have more confidence when they speak in the classroom.

### **3.9. CONCLUSIONS AND RECOMMENDATIONS**

#### **3.9.1. CONCLUSIONS**

- The speaking skills of eighth year students at Escuela de Educación Básica Teodoro Wolf have not been developed satisfactorily, these abilities are essential for the communication in English Language.
- The Interactive Techniques are a good option to motivate students to learn and develop their speaking skills.
- The implementation of a program using Interactive Techniques will be very necessary to improve speaking skills in students of eighth year.

#### **3.9.2. RECOMMENDATIONS**

- It is recommended to implement techniques to improve speaking skills for eighth year at Escuela de Educación Básica Teodoro Wolf, these abilities are essential for developing the communication of the English Subject.
- Teachers should use Techniques in the process of teaching and learning of English, the Interactive Techniques are a good option to engage students, they feel confidence in the learning English. The English class are dynamics and improve their speaking skills.
- It is recommended to implement a program using the Interactive Techniques as a useful tool to improve the eighth year student's speaking skills.

## CHAPTER IV

### THE PROPOSAL

#### 4.1. INFORMATIVE DATA

##### **Title of proposal**

**IMPLEMENTATION OF INTERACTIVE TECHNIQUES TO IMPROVE SPEAKING SKILLS FOR EIGHTH YEAR STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF. SANTA ELENA PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 – 2016.**

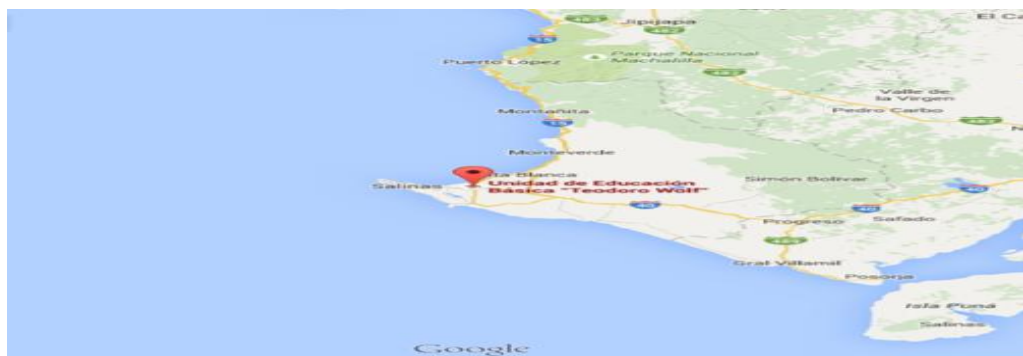
##### **Executing Institution**

Escuela de Educación Básica Teodoro Wolf.

##### **Beneficiaries**

Students and teachers of eighth year

**Location:** Santa Elena Province of Santa Elena.



**Illustration # 1: Map of Province of Santa Elena**  
**Sources: Google images**

**Estimated time for execution**

1 Month

**Author**

**Mrs. Magdalena Alava López**

**Budget**

**\$ 1, 785, 00** (American dollars)

**4.2. PROPOSAL BACKGROUND**

Escuela de Educación Básica Teodoro Wolf is located in Santa Elena; it is an important public educational institution. Students of eighth year require concentration, and motivation, this helps in accepting a new language by the students starting slowly word by word and develop the English language; the communicative approach encourages students to imitate native English speakers: it helps to have a better communication. Teachers should use many interactive techniques to develop speaking skills.

Pre-professional practices were carried out in this institution which allowed to realize the problems faced by students in the field of English, especially in speaking, since they did not want to talk or repeat the words in English feeling shame or causing laughter.

Looking for the causes of this problem it was found that students had not received English classes, and they were not interested in this language, it was the main motivation to find a way to engage them in the world of English, interactive techniques will help them to develop the speaking skills and take more confidence to start speaking in English.

Interactive techniques for students of eighth year were implemented in order to stimulate the communication in a second language, students were aware about the importance of learning English, and then they will feel confidence and will gain self-esteem.

#### **4.3. SIGNIFICANCE**

This proposal is very important in teaching learning of English since it uses interactive techniques to increase speaking skills in students of eighth year. English is nowadays the language of a global world. Students are motivated to learn through techniques that help to create a good environment in the classroom.

English becomes easy to learn when teachers use the most appropriate interactive techniques, many resources are available such as academic books, exercises on the board, workshops that contain innovative techniques and teachers must take advantage of all that kind of resources. As a result, students will learn and speak English; it will be a tool to use in their life.

#### **4.4. OBJECTIVES**

##### **General Objective**

To implement interactive techniques in order to improve speaking skills for eighth year students at Escuela de Educación Básica Teodoro Wolf in Santa Elena Province

##### **Specific Objectives:**

- To design a plan of activities that develop the speaking skills in students of eighth year.
- To implement interactive techniques in order to improve speaking skills in students of eighth year.
- To evaluate the learning results for eighth year students from “Teodoro Wolf” School .

#### **4.5. DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The application of interactive techniques is fundamental in the progress of speaking skills for eighth year at Teodoro Wolf, Santa Elena Province of Santa Elena. School year 2015 -2016; this project will help to improve their abilities in speaking and communication.

Interactive techniques in speaking skills are centered in several activities selected by the teacher, it allows students to increase speaking skills in class with confidence, losing the fear and learning in a dynamic way, not giving chance to boredom on the contrary they will feel interested and motivated to develop the speaking skills.

#### **4.5.1. Techniques**

Techniques are a set of actions directed in order to achieve positive results in learning. It is the resource used according to the needs and goals to achieve. In this work techniques will be focused to improve the development of speaking skills

#### **4.5.2. What are interactive techniques?**

Interactive techniques are applied in recreation classes so the students feel safe to speak and lose their fear, these techniques are dynamic and promote students' interest while improving class participation.

Besides the teacher must be aware of the activity, it is the right way to develop the speaking skills in students. Through interactive techniques students will notice that learning English is fun and not tedious and boring. They give opportunity to

use a new material in addition to the book, and as they learn it will allow them to process the information and they will see interesting classes.

Teachers who have the knowledge are facilitators and will apply interactive techniques in class as a result the students create a dynamic learning.

#### 4.5.3. Kinds of interactive techniques

There are several interactive techniques the most common are:

- **Action instructor: pictures:** students can improve speaking skills in different ways: showing a picture and asking them to talk about it or asking a question. Give seconds to asking, read about short and interesting topic and ask an oral summary.

Illustration # 2



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López



- **Action instructor: reading** (small class size): it is to give short readings to underline the most important and then expose the topic, the teacher can split the class into two groups and one of them intervenes orally.

### Illustration # 3



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

- **Student action: Individual:** This technique helps to develop the critical thinking and can be done through a question and ask the opinion about concept or topic.

### Illustration # 4 Application of interactive techniques



Source Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

- **Pairs:** Through this technique students can share their ideas with a partner on given topic.

### Illustration # 5



Source: Google images  
Author: Google

- **Groups:** They are small groups of 3, 6 or more students in charge of solving a task and then select a student who will be the spokesperson and inform the others results.

### Illustration # 6



Source: Google images  
Author: Google

- **Facebook:** A fan page can be created with limited access and work through this with current issues, because the news move faster.

#### Illustration # 7



Source: Google images  
Author: Google

- **Twitter:** It is very useful and it can be used as a whiteboard for writing titles, cancel classes and others.

#### Illustration # 8



Source: Google images  
Author: Google

- **Brainstorming:** It is a creative and individual technique that strives to solve a particular subject through his or her mind rain.

**Illustration # 9**



Source: Google images  
Author: Google

- **Asking questions:** Using the right question can develop speaking skills; it is the central part in communication.

**Illustration # 10**



Source: Google images  
Author: Google

- **Role playing:** It is a very effective technique because it allows students to engage all at once in a given task.

Illustration # 11



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

- **Drawing Discussion:** Students are supplied with flip pictures, pencil scissors. Students are asked to visually select the topic of discussion.

Illustration # 12



Source: Escuela de Educación Básica Teodoro Wolf  
Author : Magdalena Alava López

### Illustration # 13



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

- **Competences:** The teacher selects the topic and gives the rules to respect in the classroom can be done by ranks and winners becomes worthy of a pun.

#### **Advantages of working in pairs and groups**

- Students have more opportunities to participate.
- It improves the ability of oral expression.
- There are more variety of oral expressions.
- A fraternal atmosphere is promoted.
- It helps to improve relations among students
- Increase the understanding of the topic.

#### **4.5.4. Speaking Skills**

Speaking is the process of transforming verbal and non- verbal symbols in words to share communication, thus becoming one of the most important skills to develop in students, English teachers often find it difficult, but they will be able to develop this ability in their students, who learn to put sentences together in the right way with rhythmic intonation, volume and fluency to express the message effectively.

##### **4.5.4.1. How To Teach Speaking**

Most English teachers agree that on trying to develop the ability to speak in a foreign language using techniques may vary from group or individual, it is also necessary to create a pleasant atmosphere in the classroom and real issues that attract the attention of the student.

The predisposition of the student for effective teaching speaking is fundamental and then teaching based on four important things: First to be exposed to it, then understand its meaning, to build from simple sentences, to complete phrases, and finally, to practice it as often as necessary.

Teachers should help students to develop their skills according to real-life communication, building grammatically correct sentences with appropriate

context. The teacher must also give them opportunities to develop fluency and accuracy of English so they do it confidently.

Another important factor to develop the speaking skill is to give more opportunities to speak to students (STT), then the teacher should talk less (TTT), and apply what many authors expose which is to work in class in pairs or groups helping them much more than working alone. The objective of teaching English classes in students is not to replace the mother tongue, the objective is that students can develop their skills in speaking and adapt the English to their needs that serve to communicate and make future use of it in the professional field.

Illustration # 14



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López



#### 4.5.5 Interactive Techniques Activities

##### Activity # 1

INTERACTIVE TECHNIQUE: BRAINSTORM			
<b>Objective:</b>	To know the students' prior knowledge in order to activate the classroom.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	My biography	<b>Time:</b>	40' minutes
<b>Resources:</b>	Pictures, board, markers.	<b>Grade:</b>	8 <sup>th</sup> year

##### Instructions:

- Form groups of students.
- Write the topic and objective on the board.
- Student talk about their biography in each group
- Talk with the whole class about the topic
- Show pictures.
- Students give opinions about each picture.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

## Activity # 2

<b>INTERACTIVE TECHNIQUE: GUARDED VOCABULARY</b>			
<b>Objective:</b>	To increase students' confidence and self-esteem as a dynamic ingredient to activate the class.		
<b>Skill:</b>	Speaking and writing		
<b>Topic:</b>	Regular verbs	<b>Time:</b>	40' minutes
<b>Resources:</b>	Pictures, board, markers, paper of sheet.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Form groups of four students and give a big paper of sheet.
- Write the topic and objective on the board.
- Give instructions in order to fold the paper on 8 parts.
- Write on the board 8 regular verbs and each group of students must write the verbs on the each one of 8 parts of the sheet.
- Students draw a picture for each verb according to their knowledge.
- After that, each group shows their pictures and talk about each one to their classmates.
- Teacher listens and takes note in order to clarify doubts



Source: Escuela de Educación Básica  
Author: Magdalena Alava López

### Activity # 3

INTERACTIVE TECHNIQUE: ROLE PLAY			
<b>Objective:</b>	To increase interest for English language through play some stories.		
<b>Skill:</b>	Listening and speaking		
<b>Topic:</b>	Past tense	<b>Time:</b>	40' minutes
<b>Resources:</b>	Pictures, board, markers, costume.	<b>Grade:</b>	8 <sup>th</sup> year

#### Instructions:

- Form groups of four students.
- Select some Ecuadorian stories.
- Each group selects a story.
- In their group, students read and understand the story.
- As a group, each member decides the role in the story.
- Take their time in order to prepare the presentation.
- Each group has 5 minutes to perform the story.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

### Activity # 4

INTERACTIVE TECHNIQUE: GAME: THE BOTTLE			
<b>Objective:</b>	To increase interest for English language through interactive play.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	Introduce yourself	<b>Time:</b>	40' minutes
<b>Resources:</b>	A bottle, yard of school.	<b>Grade:</b>	8 <sup>th</sup> year

#### Instructions:

- Form group of 20 students.
- Place them in circles.
- Put the bottle lying in the middle of the circle.
- Instruct students of the topic introduce yourself and ask all the questions they knew: name, age, mother, father, color city, favorite actor.
- Spin the bottle soft points to the two students who start beak of the bottle point the student answer, the other side question.
- Student of the number 3 and the third question should not be repeated.
- End the first couple and continue to play the other.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

### Activity # 5

INTERACTIVE TECHNIQUE: THE BALL GAME			
<b>Objective:</b>	To develop vocabulary through interactive play.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	IRREGULAR VERBS	<b>Time:</b>	40' minutes
<b>Resources:</b>	A bottle, yard of school.	<b>Grade:</b>	8 <sup>th</sup> year

#### Instructions:

- Form group of 20 students.
- Place them in circles.
- Put the ball lying in the middle of the circle.
- Give each students a figure verb with irregular verb.
- The ball can be bounced off the floor from one student over to another.
- The first students hold the ball show the picture of verb and the other recognize the verb and make a small sentence.
- Student repeats the action with other student and continues the play.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

## Activity # 6

INTERACTIVE TECHNIQUE: GAME: DRAWING NAMES			
<b>Objective:</b>	To practice the alphabet spelling names through interactive competence		
<b>Skill:</b>	Speaking and writing		
<b>Topic:</b>	Spelling names	<b>Time:</b>	40' minutes
<b>Resources:</b>	Pictures, board, marker.	<b>Course:</b>	8 <sup>th</sup> year

### Instructions:

- Explain to students as they will find the names with the first letter of each figure.
- Competence is by row.
- The first to raise his hand is getting point for row
- The fruits and animals' figures are shown
- Figures are shown to have 10 names.
- The row with the most points is the winner and will be considered row "A" in English until the next competition.
- The row that has fewer points placed the letter A on their clothes.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

## Activity # 7

INTERACTIVE TECHNIQUE: WORK IN PAIR			
<b>Objective:</b>	To promote the dialogue in order to create speaking opportunities.		
<b>Skill:</b>	Listening and speaking		
<b>Topic:</b>	Introduce yourself	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, ID card, CD, speaker.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Show an ID card
- Get students' ideas about the ID card.
- Form pair of students.
- Give instruction in order to listen the audio.
- Students listen dialogue where the student introduces himself.
- Practice the dialogue with their peer.
- As a peer, each student creates his / her ID card.
- Students introduce themselves.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava Lóp

## Activity # 8

INTERACTIVE TECHNIQUE: MY ROUTINES IN PICTURES AND WORDS			
<b>Objective:</b>	To increase vocabulary in order to talk about daily routines		
<b>Skill:</b>	Listening and speaking		
<b>Topic:</b>	Daily routines	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, template pictures and word, cd, speaker.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Ask questions about what they do every day.
- Take notes on the board.
- Show the template “Pictures and Words” and explain about how it is worked.
- Give a template to each student.
- Students write the topic and draw some pictures about it.
- Share their pictures with the whole class.
- Now, they write well-structured sentences next to the each picture.
- Finally, they give a short presentation to the whole class about their pictures and words.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava Lópe



## Activity # 9

INTERACTIVE TECHNIQUE: VOCABULARY QUILT			
<b>Objective:</b>	To increase significant vocabulary in order to say the time.		
<b>Skill:</b>	Speaking and writing		
<b>Topic:</b>	Vocabulary	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, big paper, speaker.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Ask questions about some activities in an ordinary day and take notes on the board, and form groups of four students.
- Give a big paper to each group, and say to each group that they are going to follow instructions in order to work the vocabulary quilt.
- Show eight words and then students write each word on the big paper.
- Now, teacher invites students to write or draw about what they think about each word.
- Students listen the explanation and then they write and draw the correct



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Álava López

## Activity # 10

INTERACTIVE TECHNIQUE: DOTS CHART			
<b>Objective:</b>	To develop confidence in speaking and writing about that happening right now.		
<b>Skill:</b>	Speaking and writing		
<b>Topic:</b>	Time	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, DOTS chart template, cd, speaker.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Warm up: What is happening right now?
- Take notes on the board. Form groups of four students. Give a DOTS chart template.
- Groups are going to follow instructions in order to write or draw actions according to the letter that they see on their template.
- Students share their words or pictures with the whole class
- Now, Teacher gives explanation about verbs and then student classify each verbs in regular and irregular.
- Finally, students make sentences with the verbs and share with all class.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Álava López

## Activity # 11

INTERACTIVE TECHNIQUE: SURPRISE BOARD			
<b>Objective:</b>	To develop confidence in speaking learning more vocabulary.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	Nouns singular and plural	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, surprise board	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Ask to students form groups of five
- Show the board, explain the activities and its rules
- Involving only one student per group and so on.
- The first participant chooses a number on the board and sees the first word is a noun, maybe be singular or plural nouns.
- Choose other number to see if he /she find the other pair.
- If he/she hits the candy wins prize there, otherwise it gives opportunity to another group to continue participating.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

## Activity # 12

INTERACTIVE TECHNIQUE: WHERE ARE YOU FROM			
<b>Objective:</b>	To develop speaking through interactive game.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	Vocabulary: countries and nationalities	<b>Time:</b>	40' minutes
<b>Resources:</b>	Pieces of cardboard, markers, school playgrounds.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Form group of 20 students.
- Place them in circles.
- .Instruct students of the topic countries and nationalities.
- One student shows the piece of cardboard with the name of the country and say “I’m from...and other student shows the capital and say: the capital is...- next shows the name of other country and so on.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

### Activity # 13

INTERACTIVE TECHNIQUE: WHO HITS			
<b>Objective:</b>	To develop confidence in speaking learning more vocabulary.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	Possessive adjectives	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, piece of cardboard, board, markers.	<b>Grade:</b>	8 <sup>th</sup> year

#### Instructions:

- Ask to students form groups of five
- Explain the activities and its rules
- Involving only one student per group and so on.
- Teacher write on the board the noun or word that possessive need
- The teacher provides to students in each group the possible response, they must be articles, pronouns possessive adjectives.
- If the group succeeds continue participating.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

### Activity # 14

INTERACTIVE TECHNIQUE: LECTURE			
<b>Objective:</b>	To develop confidence in speaking learning more vocabulary.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	Introduce my best friend	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, piece of cardboard, board, markers.	<b>Grade:</b>	8 <sup>th</sup> year

#### Instructions:

- Ask to students form groups of five students.
- Explain the activity
- Students draw in a piece of paper their best friend.
- They should not say who the best friend is. The partners must guess who he or she is.
- When they discovered who the best friend is, the student goes to the front of the class and introduce together with the drawing.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López

## Activity # 15

INTERACTIVE TECHNIQUE: GROUPS			
<b>Objective:</b>	To develop confidence in speaking through and performing their own oral summaries.		
<b>Skill:</b>	Speaking		
<b>Topic:</b>	Possessive adjectives	<b>Time:</b>	40' minutes
<b>Resources:</b>	Board, markers, piece of cardboard, board, markers.	<b>Grade:</b>	8 <sup>th</sup> year

### Instructions:

- Ask to students form groups of six
- Explain the activities and its rules
- The teacher provides students a different text for each group.
- Teacher asks students to analyze the reading and roll the dice to select who read and who gives a concrete idea.
- The idea must be say orally.



Source: Escuela de Educación Básica Teodoro Wolf  
Author: Magdalena Alava López



**ESCUELA DE EDUCACIÓN BÁSICA  
“TEODORO WOLF”**

Chart 16: Results of Diagnostic Test

Nº	NÓMINA	PRONUNTIATION	INTONATION	FLUENCY	VOLUME	TOTAL
1	BAQUE TOMALÁ SANDRA	4	4	3	2	13
2	BELTRAN PERERO AMANDA.	2	2	2	2	8
3	DE LA ROSA MALAVE ALISSON	1	1	1	2	5
4	DOMINGUEZ RODRIGUEZ NICOLE	1	1	1	2	5
5	FLORES MALAVÉ NATHALY	2	1	1	2	6
6	FLORES YAGUAL BRITTANY	3	2	3	3	11
7	GONZÁLEZ TUMBACO FERNANDO	3	3	3	5	14
8	GUERRERO NIETO YADIRA	3	2	2	5	12
9	JAYA LAÍNEZ JOSELYN	1	1	1	1	4
10	JIMÉNEZ MERO JONATHAN	4	3	3	3	13
11	LAINÉZ PERERO	3	2	3	2	10
12	MENDEZ YAGUAL DANITZA	3	2	3	2	10
13	MENDOZA TOMALÁ ALBA	2	1	1	2	6
14	MENDOZA TOMALÁ VANESSA	1	2	2	3	8
15	MORALES SALINAS NICOLE	2	2	2	3	9
16	NARVAEZ POMADER NATHALY	2	2	1	3	8
17	PAREDES ORAMAS KARLA	5	5	5	5	20
18	PARRALES ROCAFUERTE DANIELA	4	4	4	5	17
19	REYES PERERO FERNANDA	3	3	2	3	11
20	REYES REZABALA VERÓNICA	0	0	0	1	1
21	REYES SUÁREZ FATIMA BEATRIZ	2	2	2	3	9
22	RODRIGUEZ FAJARDO JAMILEX	2	2	2	3	9
23	RODRIGUEZ LITUMA GEORGINA	2	2	3	3	10
24	SANCHEZ BORBOR ANDERSON	1	1	1	1	4
25	SEVERINO CHELE INGRID	2	2	2	2	8
26	SUÁREZ GARCÍA DAVID	3	3	2	5	13
27	SUÁREZ RODRIGUEZ JENIFFER	1	1	1	1	4
28	SUÁREZ SUÁREZ MARÍA	2	2	1	2	7
29	SUÁREZ ZORRILLA PEDRO	1	1	1	1	4
30	TANDAZO TERÁN NADIA	3	3	3	4	13
31	TOMALÁ BAQUERIZO CARLOS	3	3	3	5	14
32	TOMALÁ BORBOR DANNA	1	1	1	1	4
33	TOMALÁ LOOR JULISSA	2	3	3	2	10
34	TOMALÁ MALAVÉ GRACIELA	1	1	1	1	4
35	TOMALÁ RODRIGUEZ LILIANA	3	3	3	4	13
36	VERA COBEÑA MAURICIO	4	4	4	4	16
37	VILLACÍS PÉREZ JOHAN	4	3	3	5	15
38	VILLAO MUÑOZ DENILSON	1	1	1	1	4
39	VILLAROEL VILLAO LUIS	2	2	2	5	11
40	VILLEGA REYES ROMINA	4	4	4	5	17



**Chart 17: Results of Implementation**

Nº	NÓMINA	PRONUNTIATION	INTONATION	FLUENCY	VOLUME	TOTAL
1	BAQUE TOMALÁ SANDRA.	4	4	4	4	16
2	BELTRAN PERERO AMANDA.	4	4	4	4	16
3	DE LA ROSA MALAVE ALISSON	3	3	3	3	12
4	DOMINGUEZ RODRIGUEZ NICOLE	3	3	3	3	12
5	FLORES MALAVÉ NATHALY	5	5	5	5	20
6	FLORES YAGUAL BRITTANY	3	4	3	4	14
7	GONZÁLEZ TUMBACO FERNANDO	5	5	5	5	20
8	GUERRERO NIETO YADIRA	3	3	3	4	13
9	JAYA LAÍNEZ JOSELYN	3	3	3	4	13
10	JIMÉNEZ MERO JONATHAN	5	5	5	5	20
11	LAINAZ PERERO DAYANARA	5	5	5	5	20
12	MENDEZ YAGUAL DANITZA	3	3	3	4	13
13	MENDOZA TOMALÁ ALBA	4	4	4	4	16
14	MENDOZA TOMALÁ VANESSA	4	3	3	3	13
15	MORALES SALINAS NICOLE	3	4	3	4	13
16	NARVAEZ POMADER NATHALY	4	4	4	4	16
17	PAREDES ORAMAS KARLA	5	5	5	5	20
18	PARRALES ROCAFUERTE DANIELA	5	5	5	5	20
19	REYES PERERO FERNANDA	4	4	3	4	15
20	REYES REZABALA VERÓNICA	4	5	5	5	19
21	REYES SUÁREZ FATIMA BEATRIZ	3	3	3	4	13
22	RODRIGUEZ FAJARDO JAMILEX	3	3	3	4	13
23	RODRIGUEZ LITUMA GEORGINA	4	4	4	5	17
24	SANCHEZ BORBOR ANDERSON	3	3	3	3	12
25	SEVERINO CHELE INGRID	3	3	3	4	13
26	SUÁREZ GARCÍA DAVID	5	5	5	5	20
27	SUÁREZ RODRIGUEZ JENIFFER	3	4	4	5	16
28	SUÁREZ SUÁREZ MARÍA	3	3	3	4	13
29	SUÁREZ ZORRILLA PEDRO	3	3	3	4	13
30	TANDAZO TERÁN NADIA	5	5	5	5	20
31	TOMALÁ BAQUERIZO CARLOS	5	5	5	5	20
32	TOMALÁ BORBOR DANNA	4	4	4	5	17
33	TOMALÁ LOOR JULISSA	4	4	4	5	17
34	TOMALÁ MALAVÉ GRACIELA	3	3	3	3	12
35	TOMALÁ RODRIGUEZ MILIANA	3	3	3	4	13
36	VERA COBEÑA MAURICIO	5	5	5	5	20
37	VILLACÍS PÉREZ JOHAN	5	5	5	5	20
38	VILLAO MUÑOZ DENILSON	4	4	4	5	17
39	VILLAROEL VILLAO LUIS	4	4	4	4	16
40	VILLEGA REYES ROMINA	5	5	5	5	20

**Chart 18: Results Before and After of Implementation**

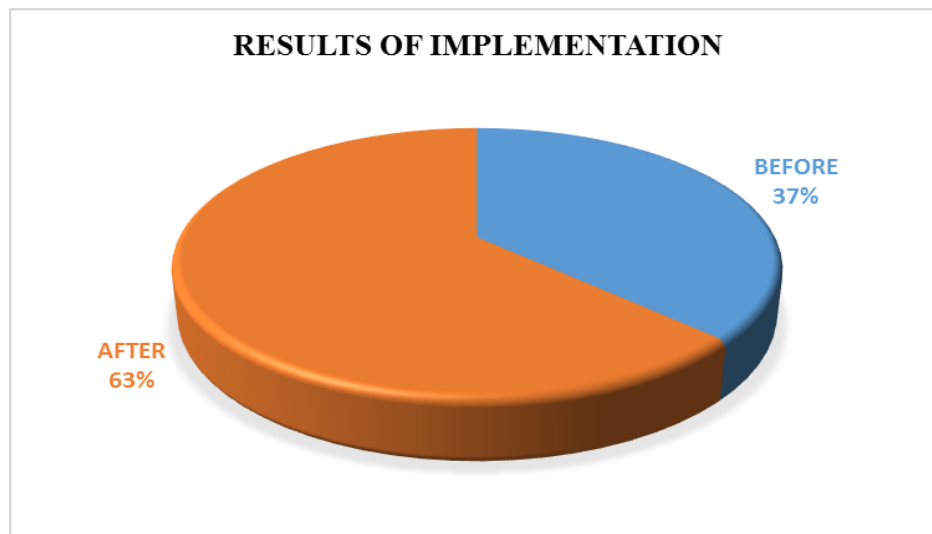
N°	NÓMINA	BEFORE	AFTER	% IMPROVEMENT
1	BAQUE TOMALÁ SANDRA.	13	16	15
2	BELTRAN PERERO AMANDA.	8	16	40
3	DE LA ROSA MALAVE ALISSON	5	12	55
4	DOMINGUEZ RODRIGUEZ NICOLE	5	12	55
5	FLORES MALAVÉ NATHALY	6	20	60
6	FLORES YAGUAL BRITTANY	11	14	15
7	GONZÁLEZ TUMBACO FERNANDO	14	20	30
8	GUERRERO NIETO YADIRA	12	13	5
9	JAYA LAÍNEZ JOSELYN	4	13	45
10	JIMÉNEZ MERO JONATHAN	13	20	35
11	LAINEZ PERERO DAYANA	10	20	50
12	MENDEZ YAGUAL DANITZA	10	13	15
13	MENDOZA TOMALÁ ALBA	6	16	50
14	MENDOZA TOMALÁ VANESSA	8	13	25
15	MORALES SALINAS NICOLE	9	13	20
16	NARVAEZ POMADER NATHALY	8	16	40
17	PAREDES ORAMAS KARLA	20	20	0
18	PARRALES ROCAFUERTE DANIELA	17	20	15
19	REYES PERERO FERNANDA	11	15	20
20	REYES REZABALA VERÓNICA	1	19	90
21	REYES SUÁREZ FATIMA BEATRIZ	9	13	20
22	RODRIGUEZ FAJARDO JAMILEX	9	13	20
23	RODRIGUEZ LITUMA GEORGINA	10	17	35
24	SANCHEZ BORBOR ANDERSON	4	12	40
25	SEVERINO CHELE INGRID	8	13	25
26	SUÁREZ GARCÍA DAVID	13	20	35
27	SUÁREZ RODRIGUEZ JENIFFER	4	16	60
28	SUÁREZ SUÁREZ MARÍA	7	13	30
29	SUÁREZ ZORRILLA PEDRO	4	13	45
30	TANDAZO TERÁN NADIA	13	20	35
31	TOMALÁ BAQUERIZO CARLOS	14	20	30
32	TOMALÁ BORBOR DANNA	4	17	65
33	TOMALÁ LOOR JULISSA	10	17	35
34	TOMALÁ MALAVÉ GRACIELA	4	12	40
35	TOMALÁ RODRIGUEZ LILIANA	13	13	0
36	VERA COBEÑA MAURICIO	16	20	20
37	VILLACÍS PÉREZ JOHAN	15	20	25
38	VILLAO MUÑOZ DENILSON	4	17	65
39	VILLAROEEL VILLAO LUIS	11	16	25
40	VILLEGA REYES ROMINA	17	20	15

**Chart 19: Results of implementation**

<b>INDICATORS</b>	<b>BEFORE</b>	<b>AFTER</b>	<b>PERCENTAGE</b>
STUDENTS	380	643	69%

Source: Students' survey  
Author: Magdalena Álava López

**Graph 11: Results**



Source: Students' survey  
Author: Magdalena Álava López

#### 4.6. STRATEGIES OF IMPROVEMENT

**Chart 20: Strategies of Improvement**

<b>BEFORE THE PROPOSAL</b>	<b>AFTER THE PROPOSAL</b>
<ul style="list-style-type: none"><li>• Use of traditional material</li><li>• Traditional English's class.</li><li>• Low interest for learn English.</li><li>• Low level of interaction with the teacher.</li></ul>	<ul style="list-style-type: none"><li>• Students acquire speaking skill competences for applying innovator material.</li><li>• English class of speaking skills is dynamic and interactive.</li><li>• Increase the interest to develop the speaking skills.</li><li>• Increase of level of interaction between classmates and the teacher.</li></ul>

#### 4.7. CONCLUSIONS AND RECOMMENDATIONS

##### 4.7.1. CONCLUSIONS

- The speaking skill was developed in a more effective way through interactive techniques.

- English teachers did not use interactive techniques that help students to achieve progress in their speaking skills.
- Classes were more dynamic and interesting with interactive techniques.
- Through the use of interactive techniques students enjoyed English and they do not see it as a hard assignment.

#### **4.7.2. RECOMMENDATIONS**

- The interactive techniques should be implemented to develop the speaking skills in a more effective way
- English teachers should use interactive techniques that help students to achieve progress in their speaking skills.
- Interactive techniques should be implemented in order to have more dynamic and interesting classes.
- Interactive techniques should make students enjoy English so they do not see it as a hard assignment.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1. RESOURCES

##### 5.1.1. Materials

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	\$ 5.00	\$ 50.00
Prints	\$ 0.25	\$ 120.00
Copies	\$ 0.03	\$ 45.00
Ink	\$ 0.30	\$ 120.00
CD'S	\$ 1.00	\$ 5.00
Pens	\$ 0.50	\$ 3.00
Book	\$40.00	\$ 40.00
<b>TOTAL</b>		<b>\$ 385.00</b>

##### 5.1.2. Technology

DESCRIPTION	UNIT COST	TOTAL COST
Internet service for five months	\$ 20.00	\$ 100.00
Telephone	\$ 50.00	\$ 50.00
Camera	\$ 300.00	\$ 300.00
Laptop	600.00	\$600.00
<b>TOTAL</b>		<b>\$ 1.050.00</b>

##### 5.1.3. Financial resources

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 200.00	\$ 100.00
Lunch and snacks	\$ 200.00	\$ 150.00
Unforeseen expenses	\$ 200.00	\$ 100.00
<b>TOTAL</b>		<b>\$ 350.00</b>

<b>TOTAL SUMATORY</b>	<b>\$ 1.785.00</b>
-----------------------	--------------------

## 5.2. SOURCE MATERIALS

### Timetable

N°	ACTIVITIES	2014-2015												2016																															
		SEPT-OCT.				NOV-DEC				JAN- FEB				MARCH-APRI				MAY-JUNE				JULY				AUGUST				SEPT - OCT				NOVIEMBRE				DICIEMBRE				ENERO			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Socialización with thesis advisor.	X																																											
2.	Thesis Desinging.		X																																										
3.	Elaboration Chapter I.			X																																									
4.	Chapter I Progress.				X																																								
5.	Elaboration Chapter II.					X	X			X	X	X																																	
6.	Field Research at "Institution".											X																																	
7.	Survey Implementation.											X																																	
8.	Analysis and interpretation of results												X																																
9.	Elaboration Chapter III.												X																																
10.	Chapter III Progress.													X																															
11.	Elaboration Chapter IV and V.														X	X	X	X	X	X																									
12.	Implementation of activities.																	X	X	X	X	X	X	X																					
13.	Review of Thesis draft.																					X	X																						
14.	Delivery of final work																									X	X	X																	
15.	Pre defense of thesis																																								X				
16.	Defense of Thesis at Acadmeic Conseil.																																								X				
17.	Graduation day.																																								X				

Source: Students' survey  
 Author: Magdalena Álava López

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# APPENDIX

## Appendix 1

### CONSTITUTION OF ECUADOR

Article	Description
3	Higher education humanistic, cultural and scientific character right of people and public social well that, in accordance with the Constitution of the Republic respond to public interest rather will serve individual interests and incorporate.
4	The right to education is the realization of equal opportunities, based on merit, to access an academic and vocational training with revolution of relevant knowledge and excellence.
347	Ensure bilingual intercultural education system in which to use as the main medium and instruction of nationality respective the Castilian as the language of intercultural relations, under the stewardship of public policy of the state and with total respect and rights of communities and towns
350	The higher education system shall be aimed at academic and professional training with a scientific, humanistic vision, and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country's problems related to the objectives of the development system.

## Appendix 2

### LAW OF INTERCULTURAL EDUCATION

<b>Article</b>	<b>Description</b>
179	The National Education Authority, develop and implement intercultural curriculum components. El curriculum General shall be considered mandatory for all educational entities that are part of Intercultural Bilingual Education System
243	Intercultural education proposes an inclusive approach, based on the value of cultural diversity and respect for all cultures, seeks to increase educational equity overcome racism, discrimination and exclusion, and promote communication among members of different cultures.
247	Coordinate actions to improve the quality of education offered by institutions of intercultural Bilingual Education System framed in intercultural bilingual and plurinational context.

### Appendix 3

#### CODE OF CHILDHOOD AND ADOLESCENCE

<b>Article</b>	<b>Description</b>
37	Children and adolescents are entitled to a quality education.



## Appendix 4



### UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS

#### TEACHERS' INTERVIEW

**QUESTION 1:** Do you enjoy teaching English?

**QUESTION 2:** Does the English Book motivate communicative approach in the class?

**QUESTION 3:** Do you use didactic material to teach English class and develop the students' speaking skills?

**QUESTION 4:** Do you know interactive techniques?

**QUESTION 5:** Do you consider that interactive technique develop speaking skill satisfactorily?

**QUESTION 6:** Do you use interactive techniques to improve students' speaking skill?

**QUESTION 7:** Do you think that students are motivated to practice speaking applying interactive techniques?

**QUESTION 8:** Do you believe suitable to use interactive techniques for develop the students' speaking skills?

**QUESTION 9:** Would you agree with the implementation of program of interactive techniques in the class?

## Appendix 5



### UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS

#### STUDENTS' SURVEY

Estimated student, this survey aims to ascertain the opinion on the use of interactive techniques to improve speaking skills. This information will be used exclusively for the research “Interactive Techniques to improve Speaking skills for eighth year at Escuela de Educación Básica Teodoro Wolf, Santa Elena Province of Santa Elena. School Year 2015-2016.

**INSTRUCTIONS:** Read the question carefully and mark with an X in the alternative you consider appropriate.

#### 1. Do you like English subject?

- 1.1 Totally agree
- 1.2 Agree somewhat
- 1.3 Disagree
- 1.4 Totally disagree

#### 2. Do you think that is important to learn English?

- 2.1 Totally agree
- 2.2 Agree somewhat
- 2.3 Disagree
- 2.4 Totally disagree

**3. Do you enjoy speaking in English?**

- 3.1 Totally agree
- 3.2 Agree somewhat
- 3.3 Disagree
- 3.4 Totally disagree

**4. Do you feel motivated to learn English?**

- 4.1 Totally agree
- 4.2 Agree somewhat
- 4.3 Disagree
- 4.4 Totally disagree

**5. Do you like dynamic activities to learn English?**

- 5.1 Totally agree
- 5.2 Agree somewhat
- 5.3 Disagree
- 5.4 Totally disagree

**6. Do you know the meaning of interactive techniques?**

- 6.1 Yes
- 6.2 No

**7. Does your teacher use interactive techniques for develop speaking?**

- 7.1 Totally agree
- 7.2 Agree somewhat
- 7.3 Disagree
- 7.4 Totally disagree

**8. Do you feel fear to speak English in class?**

8.1 Yes

8.2 No

**9. Would you like speaking English fluently?**

9.1 Totally agree

9.2 Agree somewhat

9.3 Disagree

9.4 Totally disagree

**10. - Would you agree with the implementation of a program of Interactive techniques to develop speaking in the students?**

10.1 Totally agree

10.2 Agree Somewhat

10.3 Disagree

10.4 Totally disagree

**Thanks for your collaboration**

## Appendix 6



### UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS

#### PRINCIPAL' S INTERVIEW

**QUESTION 1:** When was this institution created?

**QUESTION 2:** How long have you worked as a Director of this institution?

**QUESTION 3:** What textbook does the Minister of Education provide for the English class?

**QUESTION 4:** Do you consider that students are motivated to learn English?

**QUESTION 5:** Do you know about Interactive Techniques?

**QUESTION 6:** Do you think English teachers are trained to apply interactive techniques in the class?

**QUESTION 7:** Would you agree with the implementation of a program of Interactive Techniques to develop the speaking skills in the students?

## Appendix 7



### UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA LICENCIATURA EN INGLÉS

#### SPECIALIST' S INTERVIEW

**QUESTION 1:** Why does the Ecuadorian Curriculum use the communicative approach?

**QUESTION 2:** How can English teachers motivate their students to improve their speaking skill?

**QUESTION 3:** How should English teachers answer when students make speaking mistakes?

**QUESTION 4:** How can teachers use these mistakes in order to improve students' speaking skills?

**QUESTION 5:** Would you define what an interactive technique is?

**QUESTION 6:** What interactive techniques could teachers use in their English class?

**QUESTION 7:** How can interactive techniques help to develop the speaking skills?

**QUESTION 8:** What advice would you give to teacher in order to encourage students to speak in English?



Appendix 8

**ESCUELA DE EDUCACIÓN BÁSICA SUPERIOR  
“TEODORO WOLF”  
CANTÓN SANTA ELENA - PROV. DE SANTA ELENA**



**RUBRIC FOR DIAGNOSTIC TEST**

TEACHER:						
STUDENT:						DATE
COURSE:						
<b>COMPLETION</b>	<b>VERY POOR</b>	<b>POOR</b>	<b>GOOD AVERAGE</b>	<b>VERY GOOD</b>	<b>EXCELLENT</b>	<b>GRADE</b>
<b>PRONUNCIATION (5 points)</b>	The pronunciation is unclear	Pronunciation with mistakes	There is clear evidence of hesitación	Pronunciation is clear with sometime evidence of hesitación	Pronunciation is very clear	
<b>INTONATION (5 points)</b>	Frequent problems with intonation	Intonation errors sometime make it difficult to understand the student	The speaker has inappropriate intonation	The most of time the intonation is very well	The intonation is very well	
<b>FLUENTLY (5 points)</b>	Every time student speak slowly	Sometime speak slowly	Speak fluently	The most of time speak fluently	Speak fluently and clear every time	
<b>VOLUME (5 points)</b>	Every time student speak uneven	Sometime the volume is uneven	Volume is appropriate	The most of time the volume is loudly	Volume is loudly	
					<b>TOTAL No.</b>	



Appendix 9



**ESCUELA DE EDUCACIÓN BÁSICA SUPERIOR  
"TEODORO WOLF"**  
CANTÓN SANTA ELENA - PROV. DE SANTA ELENA



1839

**FINAL TEST**

1. Look at the **IDENTITY CARD** in order to introduce yourself. ( 5 points )

<b>IDENTITY CARD</b>	
Name .....	Last name .....
Age .....	Nationality .....
Address .....	Telephone number.....
E-mail address .....	
School .....	Grade .....

2. Talk about your daily routines use the pictures. (5 points)



**3. Talk about your family. (5 points)**

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**My Family**



**4. Introduce your best friend (5 points )**

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## Appendix 10



### ESCUELA DE EDUCACION BASICA “TEODORO WOLF” LIST OF STUDENTS OF EIGHTH YEAR

N°	NÓMINA	PRONUNTIATION	INTONATION	FLUENCY	VOLUME	TOTAL
1	BAQUE TOMALÁ SANDRA.					
2	BELTRAN PERERO AMANDA.					
3	DE LA ROSA MALAVE ALISSON					
4	DOMINGUEZ RODRIGUEZ NICOLE					
5	FLORES MALAVÉ NATHALY					
6	FLORES YAGUAL BRITTANY					
7	GONZÁLEZ TUMBACO FERNANDO					
8	GUERRERO NIETO YADIRA					
9	JAYA LAÍNEZ JOSELYN					
10	JIMÉNEZ MERO JONATHAN					
11	LAINEZ PERERO DAYANARA					
12	MENDEZ YAGUAL DANITZA					
13	MENDOZA TOMALÁ ALBA					
14	MENDOZA TOMALÁ VANESSA					
15	MORALES SALINAS NICOLE					
16	NARVAEZ POMADER NATHALY					
17	PAREDES ORAMAS KARLA					
18	PARRALES ROCAFUERTE DANIELA					
19	REYES PERERO FERNANDA					
20	REYES REZABALA VERÓNICA					
21	REYES SUÁREZ FATIMA BEATRIZ					
22	RODRIGUEZ FAJARDO JAMILEX					
23	RODRIGUEZ LITUMA GEORGINA					
24	SANCHEZ BORBOR ANDERSON					
25	SEVERINO CHELE INGRID					
26	SUÁREZ GARCÍA DAVID					
27	SUÁREZ RODRIGUEZ JENIFFER					
28	SUÁREZ SUÁREZ MARÍA					
29	SUÁREZ ZORRILLA PEDRO					
30	TANDAZO TERÁN NADIA					
31	TOMALÁ BAQUERIZO CARLOS					
32	TOMALÁ BORBOR DANNA					
33	TOMALÁ LOOR JULISSA					
34	TOMALÁ MALAVÉ GRACIELA					
35	TOMALÁ RODRIGUEZ MILIANA					
36	VERA COBEÑA MAURICIO					
37	VILLACÍS PÉREZ JOHAN					
38	VILLAO MUÑOZ DENILSON					
39	VILLAROEL VILLAO LUIS					
40	VILLEGA REYES ROMINA					

## Appendix 11

### PHOTOS

**Mg. MARRIMAN PALACIOS. DIRECTOR OF TEODORO WOLF SCHOOL**



**ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF'S YARD**



**ESCUELA DE EDUCACIÓN BÁSICA TEODORO WOLF.**



**ACTIVITY DURING PROPOSAL REALIZING THE GAME THE BOTTLE**



**ACTIVITY DURING PROPOSAL REALIZING INTERACTIVE TECHNIQUE: MY ROUTINE IN PICTURES AND WORDS**



**ACTIVITY DURING PROPOSAL REALIZING THE INTERACTIVE TECHNIQUE MY BIOGRAPHY**



**ACTIVITY DURING PROPOSAL THE INTERACTIVE TECHNIQUE ROLE PLAY  
INTRODUC E YOURSELF**



**ACTIVITY DURING PROPOSAL REALIZING THE INTERACTIVE TECHNIQUE IN  
GROUPS: WHO IS HE/SHE?**



**ACTIVITY DURING PROPOSAL REALIZING THE INTERACTIVE TECHNIQUE:  
DRAWING NAMES**



**ACTIVITY DURING PROPOSAL REALIZING THE INTERACTIVE TECHNIQUE  
SURPRISE BOARD**

